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CALL FOR IDEAS
Do you have an innovative idea that you want to share about Nursing Education?
Do you need help in developing your idea?
Would you like to collaborate with other faculty?
LET US KNOW!

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IDEAS TO IMPROVE THE WAY WE THINK THE WAY WE LEARN AND THE WAY WE TEACH
The Center for Innovation in Nursing Education (CINE) has been involved in two consultations in curriculum development and delivery over the last year. The work with Kingwood College has involved consulting on evaluation components for a new online curriculum for second degree and LVN students. Additionally, the CINE has worked with WGU to successfully obtain Texas Board of Nursing approval for the MAP RN Program, a competency based BSN program for employees of targeted hospital partner facilities in Texas.

The CINE currently has a call for requests for proposals for seed grant research funding. Projects related to teaching innovations will be funded up to $1000.00. Gathering data on teaching innovations will add to the evidence needed in teaching nursing today.

Research related to educational methodologies is a component supported by the ATP SON strategic plan for the next two years. The CINE currently has funds available to award funds to interesting innovations which the CINE Advisory Committee deem important to further explore through educational research methodologies. Consultation fees from previous consultations by CINE faculty will be used to fund these small seed grants.

In collaboration with the Office of Research and Clinical Services, the CINE will be sponsoring a grant writing workshop in the Spring of 2010. Stay tuned for future announcements about this exciting workshop.

The CINE is currently working with Team Texas to administer a $1 million dollar grant from the Texas Workforce Commission and ARRA funding awarded to the 5 of the 6 nursing regions in Texas. Dr. Alexia Green is serving as the PI for this project and Dr. Patricia Allen is the CO-PI. The project director is Ms. Jennifer Majors. Each of the 5 regions submitted a proposal related to one of two goals identified by the Team Texas Plan and the regions were funded based on the congruency of the regional plan with the objectives of the Team Texas Plan.

This is a one year grant and regions received from 85,000 to 250,000 dollars. The regional activities involve faculty development and collaboration for sharing of regional resources.

The grant received from the THECB for the development of a regional application portal and regional retention portal in West Texas has received a no cost extension from the THECB. The grant will be completed in February 2010. The work from the regional application portal has received national attention.

The partnership with Liaison International for the development of this portal has led to joint presentations of this project to New Jersey Nurse Educators last May, AACN Dean’s and Director’s in October as well as AACN’s Baccalaureate Conference in November. Additionally, Dr. Cannon and Ms. Majors are serving on the national advisory taskforce formed by as a national nursing application site for all U.S. schools of nursing.

The CINE Advisory Committee continues to meet in the Fall and Spring semesters. I would like to thank the members of the Advisory Committee for their willingness to support the mission on the Center.

JOIN THE CINE

Membership is open
New members are welcome!
NURSING NEWS

Sponsored by RWJF, a New Jersey Initiative to support the education of 25 nurses seeking an MSN with a focus in nursing education and 5 Master’s prepared nurses seeking a PhD is now underway. These nurse scholars receive free tuition, a laptop computer and $50,000 per year stipend while completing the degree. Additionally, scheduled symposiums with national nurse leaders are attended by these graduate students. The first meeting featured Dr. Patricia Benner as the invited speaker who shared the results of a national study on how nurses are educated with this group of students. To read more about this RWJF initiative please see the following website:
http://links.mkt2511.com/servlet/MailView?ms=MjU5NDEtNQ52&=Mjk5Nj5SMjk0AS2i=MTY0NTU1NzE2S0&mt=1&rt=0

AACN has a new portal, “Faculty Learning Online” allowing faculty to register and learn more about issues of interest to nursing faculty teaching in undergraduate and graduate nursing programs. Content will focus on instructional strategies, curricular priorities, and faculty role development. Individual registrants may earn continuing education contact hours for sessions completed. To register for the latest session on Technology: transforming Nursing Education go to:

2,386 nurse educators, representing all types of RN nursing programs in all 50 United States were surveyed by Dr. Pamela Ironside and a research team funded by NLN to determine barriers to clinical education of pre-licensure students. Findings cited by Dr. Ironside and team included: lack of quality sites, lack of faculty qualified to teach at these sites, limitations of student numbers in the clinical setting and other restrictions imposed by the clinical agencies as barriers to clinical education. Additionally, faculty shared their frustration with the time consuming process of students’ skill performance in clinical settings and cited preceptors, clinical teaching assistants, and other students as persons utilized to help with student’s skill performance while freeing the instructor for opportunities to engage students in higher level cognitive skill development. Dr. Ironside noted more research into effective clinical education is needed in nursing education today.

The AACN BSN and Master’s Essentials have been revised. The revised BSN Essentials have been released and the Master’s Essentials are now available for comment. To view a draft of the proposed MSN Essentials go to:

To view the BSN Essentials please visit:
http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf

CALL FOR MEMBERSHIP

2010 WILL BE AN EXCITING TIME FOR INNOVATION
COME JOIN US TO EXPLORE
INVESTIGATE and IMPLEMENT

Your ideas may change the face of Nursing Education

NEXT MEETING: Thursday, JANUARY 7, 2010
10:00 AM Room TBA

CINE ADVISORY COMMITTEE

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NURSING NEWS

Upcoming Educational grant opportunities

NCSBN Center for Regulatory Excellence Research Program Announces A Deadline of March 1, 2010, for Application Submissions These awards are up to $300,000. The Center for Regulatory Excellence Grant Program funds innovative projects that can have measurable impact on nursing regulation and can create meaningful change. Research priorities include: patient safety; practice (licensed practical/vocational nurses [LPN/VN], registered nurses [RN] and advanced practice registered nurses [APRN]); nursing education; continued competence; discipline and alternatives to discipline; and national and international portability.

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NLN / Sigma Theta Tau Grant Opportunities

- The NLN Nursing Education Research Grants
  The NLN Nursing Education Research Grants Program awards approximately six to eight grants annually to NLN individual members, and faculty and students of NLN member schools. Guidelines for the 2010 Grants Program will be posted in September 2009 with a due date of February 17, 2010.

- The Sigma Theta Tau International/NLN Grant
  The NLN Foundation for Nursing Education and Sigma Theta Tau International are pleased to announce this grant to support research that advances the science of nursing education. Made possible through an individual donor gift, the grant will be used to advance the science of nursing education through the use of technology in the dissemination of knowledge.

  Eligible candidates will hold a master’s or doctoral degree and be a registered nurse. The application process is open to the public but preference will be given to Sigma Theta Tau International and National League for Nursing members.

  For more information regarding this grant opportunity please visit: www.nursingsociety.org/Research/SmallGrants/Pages/grant_nln.aspx

- The NLN Foundation Dissertation Scholarship for Future Doctorally Prepared Nurse Educators
  Since 2000, the NLN has worked to advance nursing education research by funding scholarship that will inform the development of the next generation of nursing education pedagogies. With this goal in mind, this NLN Foundation scholarship has been created to provide financial assistance to doctoral candidates in nursing education programs who are working on dissertations focusing on nursing education research.

  For more information on the NLN Foundation for Nursing Education, please visit www.nlnfoundation.org.
THE CRITICAL DIFFERENCE
Teaching Critical Thinking Skills in Pathophysiology

Purpose: In order for the student to understand the application of nursing knowledge in practice, higher order thinking skills and concept-building are required. This project enhances the learning process in pathophysiology by identifying the “critical difference” between two case studies that give undergraduate students the opportunity to compare and contrast patient-care situations while describing the care requirements for each case using assessment, analysis, plan, and reflection. The students use the case studies to develop a meaningful understanding of nursing concepts through application and problem-solving. Two case studies are designed to place the students in an open-ended, student-centered investigation.

Significance: After taking this course, first year nursing students are able to critically determine an advanced plan of care for patients who present with similar symptoms, but whose individual cases are complex and require totally different care plans. Through analysis of the evidence presented in the case studies, the similarities and differences of each case emerge through structured examination and analysis. Interactive and innovative problem-solving is used. Through this process, students learn to identify apparent symptomology and, like detectives, examine physical and mental clues to take them to the next level of diagnosis. At the end of the project, the student will learn to compare normal to abnormal findings and describe the differences which exist between the two case studies.

Overview of Project
This learning experience is embedded in a social experience. Students are divided into cooperative learning groups of 3 – 4 students for an optimal interactive learning advantage. Each group member reads the case scenarios individually and the group as a unit determines the essential data from each case study. Students are required to organize the data using a systems approach (cardiac, respiratory, gastrointestinal, etc.) They then code their findings by categorizing each system finding either S for SUBJECTIVE, or O for OBJECTIVE. Students then compare the data to normal findings and describe the differences which exist between normal and abnormal findings for each case scenario. An example of the Analysis Table is above. Implementation and outcomes for faculty and students: Nursing is a collegial profession. This innovative teaching process allows students to work as a team and challenge each other’s emerging perceptions and existing knowledge through collaborative analysis. Each team is able to generate strategies for analysis and decide on appropriate interventions for their patients in each scenario. Using case studies prompts general purpose problem-solving as well as opportunities to determine specific solutions to specific problems. Breaking patient data down by comparing it to a normal status through codes early in patient contact allows the student a baseline of information from which to work. The student learns to recognize the differences through comparing and contrasting information from more than one source. TTUHSC faculty who have adopted this innovative learning methodology into their classes have been excited with the results. Faculty's CONTINUED ON NEXT PAGE....
general consensus is that they did not realize that younger students could develop advanced analysis and critical thinking skills through the compare and contrast method. While the process is initially difficult for students; the results between the first and second assignment is remarkable. Experiential learning helps student organize and analyze data in a way they can remember.

Impact on Practice:
The initial impact on practice is that students are able to learn and apply in-depth critical thinking skills through comparing and contrasting patient data earlier in their nursing education than formerly thought. In order to do this, however, the student must be actively engaged and led through the Critical Difference process in a learning atmosphere where the student is not penalized for early mistakes. The small team approach is also important where students can rely on each other for information and insightful analysis.

OUTLINE OF THE PROJECT

I. Problem/Gap to be addressed
   A. Moving students more effectively towards clinical judgment
   B. Need to develop an instructional strategy to assist students to differentiate
      1. Students have difficulty differentiating between concepts when concept-building in a discip
         line is new
      2. What do they need to know and what do they not need to know
      3. Relevant data versus irrelevant data

II. Theoretical Foundations
   A. How the mind learns
      1. Cognitive Science
         a. Memory
            (1) Limited processing space in short-term memory which could lead to cognitive
            load (Sweller, Chandler, & Tierney, 1990; Anderson, 2000)
            (2) Schema Building-constant comparison of new learning to what has been
      2. Constructivism
         a) "...learning involves activity and a context, including the availability of information in some content
         domain." (Duffy & Cunningham, 1996) Knowledge is constructed
         b) Cooperative Learning Groups
      3. Concept-building
         a) Conceptual knowledge must be developed before critical thinking skills. (Bloom, 1956; Gagne', Wager,
            Golas, & Keller, 2005) "The complex rules that are typical intellectual skills are composed of simpler
            rules and concepts" p. 63 in Gagne' et al
         b) J. Bruner – active learning that allows students to construct new ideas "To perceive is to categorize,
            to conceptualize is to categorize, to learn is to form categories, to make decisions is to categorize."
            (Bruner, 1966)
         c) Scaffold – term attributed to Bruner, based on Vygotsky (1934). Provides support for the learner
            who is unfamiliar with a process or content domain.
   B. Case studies
      1. "In the real world, patients do not present the nurse with a written description of their clinical symptoms
         and a choice of written potential solutions" (Del Bueno, 2005) p. 282
      2. Students must "weigh information to decide if it is pertinent or not and what impact the physical, psychologi
         cal and social data provided with have on the patient situation." (Johnson & Purvis, 1987)
   C. Nursing theory
      1. Modified nursing process

III. Explain the Critical Difference process
   A. Comparing/Contrasting exercise
      1. Students receive two case studies which represent differing patient problems which present with similar clinical
         manifestations
      2. Using a systematic process, concept-building is enhanced by discriminating between similarities and differ
         ences. The process includes:
         a) Disassemble each case study into relevant/significant/important pieces of data
         b) Compare the relevant/sign/mp/ pieces of data to normal to determine if the data is outside the realm of
            normal (norming)
         c) Consider the data to determine what each case in common, and how they differ
         d) Determine the critical difference between the two patient situations
         e) Integrate abnormal case study data into the pathophysiology of each case study to gain a more
            detailed understanding of how the abnormal patient data confirms the presence of disease
         f) Develop a plan of care depicting nursing interventions appropriate to both cases and nursing interven
            tions unique to both cases.
         g) Articulate what was learned while reflecting on the process and decisions made.
Ann Utterback and Enola Boyd collaborated to develop the Critical Difference process and curriculum design. Enola and Ann are both TTU doctoral students at the College of Education and both plan to graduate in December 2010. They each were born and raised in Lubbock and have lived here for a number of years.

The Critical Difference learning project grew from a conversation about discovery learning that led into concept development. The learning theory behind concept development is primarily “What is alike?” and “What is different?”

Enola is with the IT Department and Ann teaches Fundamentals, Pathophysiology, and Forensic Nursing in the Traditional Undergraduate Program.

ARTICLES ON INNOVATION, CREATIVITY, AND EDUCATION

TEN TOOLS FOR CREATIVE THINKING by Jude Treder-Wolff, LCSW, RMT, CGP

HOW TO THINK WHAT NO ONE ELSE THINKS by Paul Sloan
How can an individual think of things that no one else thinks of?
The answer is to take a different approach on the issue. The innovative thinker challenges dominant ideas
http://www.realinnovation.com/content/c091102a.asp

TEAMWORK AND CREATIVITY HELP to IDENTIFY ROOT CAUSES by Michael Ohler
Creativity and team management tools, more often employed for solution finding than for root cause finding, can generate understanding of the process mechanics and help a team prepare for a distilling of the essential few root causes of a problem.
http://www.realinnovation.com/content/c090511a.asp

CHANGE DYNAMICS by James Hawreluk
Why is change so difficult? The answer lies in how people are innately hardwired and how that hardwiring affects how they accept and buy into that change.
http://www.realinnovation.com/content/c090316a.asp